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PERKINS ONE-YEAR GRANT APPLICATION GUIDELINES

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SECTION A: PERKINS GRANT OVERVIEW

1. Introduction

The *Perkins Act* has been reauthorized and several significant changes have been made. The title of the act is now the *Carl D. Perkins Career and Technical Education Improvement Act of 2006*. The term “career and technical education” (CTE) replaces vocational education throughout the act. It authorizes the legislation through federal Fiscal Year 2012 (June 30, 2013), a total of six instead of five years. Much of the act is similar to the *1998 Perkins Act*, but there are several themes stressed throughout the legislation. The act emphasizes more local accountability for yearly results, program improvement, increased coordination within the CTE system, stronger academic and technical integration, connections between secondary and postsecondary education, and stronger links to business and industry.

1.1. Purpose of the Perkins Act

The purpose of this act is to develop more fully the academic and career and technical skills of secondary students and postsecondary students who elect to enroll in CTE by developing and assisting students in meeting high standards, integrating academic and career and technical instruction, linking secondary and postsecondary education, increasing state and local flexibility, collecting and disseminating research and information on best practices, providing technical assistance and professional development, supporting partnerships among diverse stakeholders, and providing individuals with the knowledge and skills to keep the U.S. competitive. These purposes are significantly expanded to reflect increased congressional priorities in key areas, such as partnerships, professional development and economic competitiveness.¹

1.2. Use of Funds by Local Entities

According to the new act, funds made available to eligible recipients of the grant must be used for career and technical education programs.

Required uses

The requirements for uses of funds are as follows:

1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in--

A) the core academic subjects (as defined in section 9101 of the *Elementary and Secondary Education Act of 1965*); and

B) career and technical education subjects;

2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

¹ Perkins Act of 2006: The Official Guide

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- 3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
- 4) develop, improve, or expand the use of technology in career and technical education, which may include--
 - A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
- 5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including--
 - A) in-service and preservice training on-
 - i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - ii) effective teaching skills based on research that includes promising practices;
 - iii) effective practices to improve parental and community involvement; and
 - iv) effective use of scientifically based research and data to improve instruction;
 - B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - C) internship programs that provide relevant business experience; and
 - D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
- 6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- 7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- 8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

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9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.²

Permitted Uses.

Funds made available to an eligible recipient under this title may be used for the following:

- 1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
- 2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—
 - A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
 - B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
- 3) for local education and business (including small business) partnerships, including for-
 - A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
 - B) adjunct faculty arrangements for qualified industry professionals; and
 - C) industry experience for teachers and faculty;
- 4) to provide programs for special populations;
- 5) to assist career and technical student organizations;
- 6) for mentoring and support services;
- 7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
- 8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;

² Text from the Carl D. Perkins Career and Technical Education Improvement Act of 2006

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9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

10) to develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including--

A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;

B) postsecondary dual and concurrent enrollment programs;

C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and

D) other initiatives—

i) to encourage the pursuit of a baccalaureate degree; and

ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

11) to provide activities to support entrepreneurship education and training;

12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

13) to develop and support small, personalized career-themed learning communities;

14) to provide support for family and consumer sciences programs;

15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;

16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);

17) to support training and activities (such as mentoring and outreach) in non-traditional fields;

18) to provide support for training programs in automotive technologies;

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19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—

- A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
- B) establishing, enhancing, or supporting systems for—
 - i) accountability data collection under this act; or
 - ii) reporting data under this act;
- C) implementing career and technical programs of study described in section 122(c)(1)(A); or
- D) implementing technical assessments; and

20) to support other career and technical education activities that are consistent with the purpose of this Act.³

1.3. No Child Left Behind Act of 2001

On January 8, 2002 President George W. Bush signed *The No Child Left Behind Act of 2001*, a reform of the *Elementary and Secondary Education Act (ESEA)*. The purpose of the Act is to improve education in the schools of the United States. Many of the principles reinforce the importance of the principles of the *Perkins Act*, including accountability for performance, professional development, and involvement of the public.

The priorities that follow are based on the fundamental notion that an enterprise works best when responsibility is placed closest to the most important activity of the enterprise, when those responsible are given greatest latitude and support, and when those responsible are held accountable for producing results. This education blueprint will:

- **Increase Accountability for Student Performance:** States, districts and schools that improve achievement will be rewarded. Failure will be sanctioned. Parents will know how well their child is learning, and that schools are held accountable for their effectiveness with annual state reading and math assessments in grades 3-8.
- **Focus on What Works:** Federal dollars will be spent on effective, research based programs and practices. Funds will be targeted to improve schools and enhance teacher quality.
- **Reduce Bureaucracy and Increase Flexibility:** Additional flexibility will be provided to states and school districts, and flexible funding will be increased at the local level.
- **Empower Parents:** Parents will have more information about the quality of their child's school. Students in persistently low-performing schools will be given choice. Text from the Executive Summary, *The No Child Left Behind Act of 2001*. For the entire Executive Summary, refer to: <http://www.ed.gov/nclb/landing.jhtml?src=pb>.

³ Text from the Carl D. Perkins Career and Technical Education Improvement Act of 2006

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1.4. Career Clusters

All approved career and technical education programs in New Jersey are linked to one or more of the sixteen recognized Career Clusters. A Career Cluster, as defined in *N.J.A.C. 6A:19-1.2-Definitions*, means “one of the career and technical education program areas recognized by the U.S. Department of Education and by the New Jersey Department of Education.” The Career Clusters Initiative is now sponsored by the National Association of State Directors of Career and Technical Education.

A Career Cluster is a grouping of occupations and broad industries based on commonalities. Career Clusters are designed to link what students learn in school with the knowledge and skills they need for success in college and careers. The sixteen Career Clusters have been identified to provide an organizing tool for schools, small learning communities, academies, and magnet schools.

Career Clusters identify pathways from secondary school to two and four-year colleges, graduate school, and the workplace, so students can learn in school what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses. Additional information may be found on the Web at <http://www.careerclusters.org>.

The sixteen Career Clusters are:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

1.5. Size, Scope and Quality

Section 135 (b)(8) of the *Perkins Act* requires that funds “made available to eligible recipients under this part shall be used to support career and technical education programs that ... provide services and activities that are of sufficient size, scope and quality to be effective....” While not specifically defining “size, scope, and quality,” the clear intent of this section is to insure that funds are spent on high quality programs that provide the greatest benefit to the

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largest number of students and the community. For example, grantees should not spend 90% of their funds on 10% of their students.

While developing the funding plan and considering size, scope and quality, the grantee should use the following questions as a guide in preparing the grant application:

- What is the amount of funds requested for this service or activity compared to the total allocation?
- How many students are being served through this proposed expenditure?
- What proportion of the student population will be served?
- How will this proposed expenditure assist the program to improve program quality or maintain a high standard of program quality?
- How will the proposed expenditure improve the effectiveness of the program?
- Does the proposed expenditure support an approved career and technical program that prepares students for careers that currently exist or are projected to exist?

The Department of Education (DOE) Perkins program officers will review the grant applications with the above questions in mind. Priority should be given to funding services and activities that will benefit the most students and improve program quality. If it appears that the size, scope and quality are not adequate, additional information and/or revisions may be required of the grantee's plan.

1.6. Consortia

According to the Act, an eligible recipient must have a minimum allocation to qualify to receive grant funds. A secondary educational agency is not eligible to submit an application unless the local educational agency's gross allocation is greater than \$15,000. A local educational agency whose gross allocation is less than the threshold of \$15,000 may enter into a consortium with other local education agencies for purposes of meeting the minimum allocation requirement to conduct shared activities that benefit all members of the consortium. Postsecondary institutions must have a gross allocation greater than \$50,000 in federal funds to qualify to expend the federal dollars. If the federal gross allocation is less than \$50,000, the institution must form a consortium to qualify to expend the federal grant funds. There is no minimum amount of state funds to qualify to submit a plan to expend the state allocation.

Funds allocated to a consortium formed to meet the requirements of this section shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and shall be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes and programs benefiting only 1 member of the consortium.⁴

The lead agency represents the consortium and must identify the needs of each member of the consortium. Although a consortium must serve the needs of all participating LEAs, the lead agency may not subgrant back to the participating LEAs the amounts they contributed to the consortium. For example, if a consortium participant has contributed \$10,000 to the

⁴ Perkins Act of 2006: The Official Guide

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consortium, the participant cannot expect to receive a like amount in services, goods or activities from the consortium lead agency. If a consortium is found to be sub granting the funds to the consortium participants, the consortium may be required to return the funds to the DOE.

In a consortium, one LEA must be identified as the applicant/lead agency and all other partners must be identified. Once the DOE has been notified of the consortium partners, the net allocations will be transferred automatically from the participating members' accounts to the lead applicant account for use in completing the application. The lead agency is responsible for submitting the grant application. The lead agency must address the needs of every consortium member in the performance measures section of the application. In addition, each consortium partner must complete the performance measures and the contact information on their individual grant applications through the EWEG system and forward a copy of that information to the lead agency. The lead agency must account for all funds received and disbursed by the project, maintain all records and submit all required reports. To submit the grant application and complete all required reports, the lead agency must gather the required information from all consortium participants. The consortium participants are responsible for submitting the information to the lead agency.

The DOE will closely examine the need for the consortium to ensure that the consortium is not being created solely as a mechanism to circumvent the minimum \$15,000 threshold requirement for secondary institutions and \$50,000 for postsecondary institutions.

2. Accountability

Accountability is an essential requirement of all Perkins grants. A primary measure of success is continuous improvement of student performance in career and technical and academic areas. Each grantee's performance is based on information from the Vocational Education Data System (VEDS) and other data collection systems. All progress is measured against a grantee's performance record and the Performance Standards and Measures negotiated between the DOE and the United States Department of Education (ED), Office of Vocational and Adult Education (OVAE). Using the Perkins grant funds, each grantee must execute a plan to accomplish continuous improvement.

2.1. Standards of Quality

All programs will be measured against standards of quality as established by federal and state goals. On the secondary level, eligible recipients of Perkins IV funds will be held accountable for the following indicators:

- academic attainment – reading/language arts proficiency;
- academic attainment – mathematics;
- technical skill attainment;
- secondary school diploma:
- GED or other state-recognized equivalent;
- diploma and other credential;
- student graduation rates;
- student placement in employment, postsecondary education or advanced training, and military training, and

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- student participation in, and completion of, career and technical education programs that lead to non-traditional training and employment.

On the postsecondary level, eligible recipients of Perkins IV funds will be held accountable for the following indicators:

- technical skill attainment;
- industry certification attainment;
- student retention in postsecondary education;
- student placement in employment;
- student participation in, and completion of, career and technical education programs that lead to non-traditional training and employment.

2.2 Final Agreed Upon Negotiated Performance Levels

The final agreed upon negotiated performance levels for the state for fiscal year FY2008 are included on the Entitlement Web-Enabled Grant (EWEG) application. for each eligible recipient.

Consistent with the requirements of all federal workforce development programs, educational institutions and agencies offering approved career and technical education programs are expected to show significant and continuous improvement in their performance results. **Each grantee, including all consortium members, will be required to set approved goals for each of the performance standards and measures.** Under the new Act, each grantee can either accept the State negotiated levels as their local goals, or negotiate with the DOE to reach agreement on new goals for each core indicator. These adjusted levels of performance will be in effect for 2 years, FY08 and FY09, and will appear in the EWEG application for those years. The performance levels will then be negotiated every two years.

Each eligible recipient is accountable for performance of every approved CTE instructional program. While the EWEG includes the aggregate performance levels only, each grant recipient must examine the VEDS Data for each program and propose measures to raise performance of low-performing programs and/or maintain performance of high-performing programs.

3. Statutory/Regulatory Sources

Grant funds provided for this program are supported through the Carl D. Perkins Career and Technical Education Improvement Act of 2006, P.L. 109-270 and funds provided by the State of New Jersey pursuant to *N.J.S.A. 18A:54-1 et seq.*, *N.J.A.C. 6A:19-1 et seq.*, and *N.J.A.C. 6A:8-2.2, 2.3, 3.2*;

3.1. OMB Circular A-133, Audit Requirements for States, Local Governments and Non-profit Organizations and Appendix B, Compliance Supplement – June 27, 2003.

All applicants must be in compliance with federal audit requirements. The documents listed above define the procedures and requirements that must be used in the administration of all Federal applications and programs. These are available from the Federal Office of Management and Budget (OMB).

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The web addresses for the documents are:

<http://www.whitehouse.gov/omb/circulars/a133/a133.html> and

http://www.whitehouse.gov/omb/grants/grants_circulars.html

The *OMB Circular A-133* contains compliance requirements that apply to the Department of Education. The A-133 Compliance Supplement describes other requirements specific to “Vocational Education – Basic Grants to States (Perkins IV).” As an applicant, an LEA, college, or agency applying for federal funds should be familiar with the compliance requirements listed in these documents **before** completing the application.

An LEA, college, or agency’s annual audit must meet the criteria listed in the documents. In addition, the DOE auditors annually review selected LEAs, colleges, or agencies for compliance with the requirements prescribed in these documents. The institution’s fiscal agent must be familiar with these requirements.

3.2. Withholding of Funds (34 CFR Part 300.194)

The DOE, after giving reasonable notice and an opportunity for an appeal to an eligible recipient, may decide that the eligible recipient has failed to comply with one or more requirements in the administration of the Perkins grant program. In that case, the DOE will make no further payments to the eligible recipient until the DOE is satisfied that the eligible recipient complies with the requirement(s). In certain cases, the DOE may initiate actions to have the eligible recipient return some or all of the Perkins Grant funds awarded during the grant year.

4. Accounting Procedures

4.1. Chart of Accounts and GAAP Coding:

Effective July 1, 1993, the DOE regulations required that all eligible recipients prepare budgets and submit expenditure reports in accordance with a minimum chart of accounts consistent with the Financial Accounting for Local and State School Systems (Handbook 2R2). Grantees must use the coding of accounts consistent with the Generally Accepted Accounting Procedures (GAAP). Handbook 2R2 describes the coding of accounts in New Jersey school financial operations. The coding system creates a common language for recording, reporting, and controlling the financial activities of eligible recipients. Each eligible recipient’s business office has a copy of Handbook 2R2. A chart of GAAP codes for use with this grant program has been included in Appendix B.

4.2. Coordination with Eligible Recipient’s Business Office

Budgets must be completed in conjunction with the applicant’s business office. Improper coding of expenditures is considered to be in noncompliance with *N.J.A.C. 6:20-2A.2(m)*.

4.3. Dual Funding for Postsecondary Vocational School Programs

Some county vocational school postsecondary institutions may be dual funded; their grant may be from both federal and state funds. The dual funding, and the amounts for the federal and/or state dollars, will be indicated on the district’s allocation letter. The district must maintain two

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separate accounting records of these funds. All applications, amendments, interim and final reports must show the funding sources in two columns – one marked State and one marked Federal.

4.4. Supplement Not Supplant:

Grantees (LEAs, colleges, state agencies) may use funds for career and technical education activities that shall supplement, and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech-prep activities (Perkins IV, section 311(a); USC 2391(a)). The examples of instances where supplanting is presumed to have occurred that are described in section III.G.2.2 of the ED Cross-Cutting Section (84.000) also apply to the vocational-technical education program. **These are intended to serve as examples and are not the only indications of supplanting.**

In the following instances, it is presumed that supplanting has occurred:

- The LEA, college, or agency used Federal funds (except Bilingual) to provide services that the institution was required to make available under other Federal, State or local laws.
- The LEA, college, or agency used Federal funds to provide services that the institution provided with non-Federal funds in the prior year.
- The LEA, college, or agency used Title I, Part A or Migrant Education Program (MEP) funds to provide services for participating children that the institution provided with non-Federal funds for nonparticipating children.⁵

SECTION B: TRANSITION PLAN

1. Approved Programs and courses

Each eligible recipient must submit a plan to provide a transition between the requirements of Perkins III and the requirements of Perkins IV.

In the transition plan, each grantee must provide a list of their approved career and technical education programs. Under the name of each program, the name of each course that makes up the sequence of courses for that program must be identified. Every approved secondary program must be composed of at least three sequential courses.

2. Career and Technical Program of Study

The Act now requires that each grantee offer at least one career and technical program of study in order to be eligible for funding. In this section of the transition plan, each grantee will list any program(s) that they are currently offering that meet the description. In addition to the name of the program, the grantee must describe how the program meets the definition of a program of study.

⁵ OMB Circular A-133, Department of Education Cross Cutting Section
<http://www.whitehouse.gov/omb/circulars/a133/a133.html>

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As defined in Section 122 of the Act, programs of study for career and technical education areas:

- i) incorporate secondary education and postsecondary education elements;
- ii) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- iii) may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- iv) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

If a program of study, as described by the Act, is not currently being offered by the eligible recipient, the grantee must describe how they will select a program and describe the process that will be used to upgrade it to conform to the definition. A timeline for the program upgrade should also be indicated.

3. Transition Activities

This fiscal year, FY08, is considered a transition year and must be used to begin formulating the Five Year Plan. (July 1, 2008 – June 30, 2013). The transition plan should be used to describe the processes, activities and timelines by which the five-year plan will be addressed. The transition plan will not answer the questions of the five-year plan; rather it will describe how the questions will be addressed and answered. As required by the Act, the Five Year Plan must:

- 1) describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title;
- 2) describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113;
- 3) describe how the eligible recipient will—
 - A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);
 - B) improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in--
 - i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - ii) career and technical education subjects;
 - C) provide students with strong experience in, and understanding of, all aspects of an industry;
 - D) ensure that students who participate in such career and technical education programs

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are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and

E) encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);

- 4) describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);
- 5) describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;
- 6) provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs;
- 7) describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;
- 8) describe how the eligible recipient will--
 - A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
 - B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
 - C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;
- 9) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;
- 10) describe how funds will be used to promote preparation for non-traditional fields;
- 11) describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities; and
- 12) describe efforts to improve--
 - A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups under-represented in the teaching profession; and

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B) the transition to teaching from business and industry.⁶

Provide a description of the activities that will be conducted throughout the year in order to prepare for the next phase – the submission of the Five-Year Plan.

A transition plan form is provided as part of this grant funding application. (See Appendix D)

SECTION C: GRANT APPLICATION INFORMATION AND PROCEDURES

1. Eligibility and Process

In order to be eligible to apply for FY2008 Perkins funds, the eligible recipient must:

- Submit a written Transition Plan document;
- Conduct approved career and technical education programs;
- Have submitted VEDS data to the DOE for the 2005-2006 school year; and
- Have a minimum federal gross allocation greater than \$15,000 on the secondary level or a minimum federal gross allocation greater than \$50,000 on the postsecondary level. Postsecondary institutions with state funding may submit a grant application regardless of the state funding level.

Information concerning the grant application is included in these guidelines and can also be found on the DOE website: <http://www.nj.gov/njded/voc/perkins/index.html>.

Eligible recipients electing to join a consortium for the first time with the FY2008 Perkins One-Year Transition Plan and One-year Grant Application should submit the following information to the Director, Office of Vocational-Technical, Career and Innovative Programs (OV-TCIP):

- A copy of a letter from the superintendent of the new consortium participant to the superintendent of the consortium lead agency, expressing the intent to join the existing consortium, identifying:
 - A list of the new consortium participant's approved career and technical education programs that are similar to the consortium programs (a similar program is defined as those programs listed within the same career cluster pathway). See www.careerclusters.org;
 - the program needs that will be addressed by the new consortium participant; and
 - the state Performance Standards and Measures that will be addressed by the new consortium participant.
- A copy of the new consortium participant's signed, dated, and approved **Board Resolution to Apply as a Member of a Consortium (See sample in Appendix B)**.

For funding consideration for FY2008, the FY2008 Perkins One-Year EWEG Grant Application must be submitted to the DOE on or before June 15, 2007. Applicants are

⁶ Text from the Carl D. Perkins Career and Technical Education Improvement Act of 2006

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expected to respond to all requests for revisions and corrections by the specified deadlines in order to insure that the application is approved in a timely manner. If an applicant fails to respond to revision requests therefore prohibiting successful completion of the DOE approval of the plans, the offer of Perkins grant funding may be withdrawn. **All grant applications must be submitted in the EWEG application system and can be found on the DOE website: <http://homeroom.state.nj.us/>. No paper applications will be accepted. The only paper documents to be submitted are the Transition Plan and, when necessary, the board resolution forms.**

2. Timelines

June 1, 2007	• Transition Plan Due
June 15, 2007	• FY2008 Perkins Grant Application Due
July 1, 2007	• FY2008 Perkins Grant Period Begins
February 15, 2008	• Interim Report Due
March 28, 2008	• Final Budget Amendments Due
June 30, 2008	• FY2008 Project Year Ends
September 30, 2008	• All financial obligations incurred must be liquidated
October 16, 2008	• FY2008 Final Report Due

3. Grant application Submission and Approval

3.1. Workforce Investment Board (WIB) Review

The WIB has the authority to review the FY2008 Perkins grant application and to notify the eligible recipient and the Director, OV-TCIP, if there are concerns about the plan. **The grant application must conform to the requirements of the local WIB plans.**

Each eligible recipient must submit information concerning the FY2008 Perkins One-year Grant Application to the appropriate WIB(s) for review on or before June 1, 2007. Each funding applicant must contact the appropriate WIB(s) for information regarding the format that will be required for submission to the WIB(s). At a minimum, each grantee must inform the WIB(s) of the following:

- how the grant application is in conformity with the plans of the local WIB.
- amount of allocation;
- approved career and technical education programs to be supported;
- the performance standards and measures to be addressed for those programs;
- categories of expenditures (equipment, travel, professional development, etc.);
- justification for the proposed expenditures; and

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- results anticipated.

The Statement of Assurances indicates that the eligible recipient has forwarded the appropriate information to the WIB(s) for review. In addition, the applicant must enter on the appropriate page of the grant application the date the eligible recipient submitted the information to the WIB for review. This date must be entered before the application can be submitted to the DOE.

The WIB is requested to notify the grantee and the OV-TCIP if there are concerns about the grant application. The Perkins program officers will insure that any concerns expressed by the WIB will be addressed by the grantee prior to DOE approval of the grant application. Failure of the grantee to address the concerns of the WIB will result in a delay in grant approval.

For consortia: If consortium members are under the jurisdiction of more than one WIB, the eligible recipient/consortium applicant must submit information concerning the FY2008 One-year Grant application to each WIB for review.

3.2. Transition Plan and Grant Application Review and Approval

The grant application and Transition Plan must be submitted to the New Jersey Department of Education on or before June 15, 2007. Activities should be projected for the period starting July 1, 2007 and ending June 30, 2008. To facilitate program start-up, the FY2008 Perkins One-Year Grant Application may be granted substantial approval with exceptions. Grantees may not expend funds prior to the date of submission or the beginning of the grant period, whichever is the **latter** of the two dates.

3.2.1 Transition Plan Approval Process

- The grantee submits a paper copy of the FY2008 Transition Plan to the OV-TCIP by June 1, 2007
- The transition plan is reviewed by the Perkins program officer assigned to the applicant. If remediation is necessary, the OV-TCIP program officer will review the documents with the eligible recipient for accuracy and compliance
- Once the transition plan is complete and correct, the OV-TCIP will send a letter of approval.

3.2.2 Grant Application Approval Process

- The grantee submits the FY2008 Perkins One-year Grant Application electronically using the EWEG application system;
- The document is reviewed by the OV-TCIP program officer assigned to the applicant. If remediation is necessary, the OV-TCIP program officer will review the document with the eligible recipient for accuracy and compliance and any concerns expressed by the WIB;
- Once the grant application is complete and correct, it is granted approval by the OV-TCIP and forwarded to the Office of Grants Management (OGM).

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- OGM reviews the grant application for accuracy and federal and state compliance. OGM may require additional remediation.
- Once the grant application satisfies the requirements of OGM, a Notification of Grant Award and a Grant Acceptance Certificate (GAC) will be issued to the eligible recipient electronically by OGM;
- The eligible recipient's board, or financial office, as appropriate, accepts the funds and returns the GAC, electronically, to OGM; **Funds cannot be released to the grantee until the GAC is returned;**
- OGM requests that payment to the eligible recipient begin;
- The first fund transfer will include the cost of all equipment and supplies approved in the FY2008 Perkins One-year Grant application; and
- The remainder of the grant will be electronically transferred to the eligible recipient on a monthly basis through the end of the fiscal year.

3.2.3 Approvals

A FY2008 Perkins One-year Grant Application will be approved if it:

- meets all statutory, regulatory, and New Jersey State Transition Plan for Career and Technical Education, FY 2008 requirements;
- addresses the needs identified in the institution's FY08 Transition Plan;
- addresses Program Performance Standards and Measures; and
- complies with all instructions and timelines detailed in the FY2008 Perkins One-year Grant application guidelines.

3.2.4 Disapprovals

If the eligible recipient fails to meet all specified due dates, the OV-TCIP may withdraw its offer of funding for FY2008. The DOE may also disapprove submissions that fail to meet one or more of the statutory and/or grant requirements. In all such cases, the DOE will give the applicant reasonable notice and an opportunity to appeal before the final determination regarding the request for funds.

SECTION D: ONE-YEAR GRANT APPLICATION

1. Application Components

1.1. Grant Contact Information

Each eligible recipient must complete the grant contact information in the EWEG application system. If any of the contact information changes during the grant year,, the grantee is required to update this page.

Consortia: Each participant in a consortium must complete this section of their application. Each eligible recipient participating in the consortium must provide the lead agency (consortium applicant) the appropriate contact information.

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1.2. Board Resolution to Apply – Appendix B

The eligible recipient's board of education, board of trustees, or other governing body must approve the submission of the FY2008 Perkins One-year Grant application. Notice of the approval action is to be verified to the DOE by one of the following two methods:

- After board approval - if the grant application is submitted after the board has approved the submission, a copy of the board resolution need not be submitted with the plan. However, the date of the board approval must be specified in the appropriate portion of the grant application.
- Before board approval – if the grant application is submitted before the submission is approved by the appropriate authority the approving authority must submit a copy of the board resolution to apply form (**see sample in Appendix B**) or a certified copy of the board minutes showing the approval action, to the Director, OV-TCIP immediately upon approval.

The grant application cannot be approved without this information. The board resolution to apply form can be found at <http://www.state.nj.us/njded/voc/perkins/>.

For consortia:

The LEA board of a consortium member must approve the LEA's participation in the consortium. There are **two** board resolution forms for consortia. **Each** consortium participant must forward a signed copy of the **Board Resolution to Apply as a Member of a Consortium** form (see sample in Appendix B) to the lead agency. The lead agency must also have on file a signed and dated **Board Resolution to Apply** form on behalf of the consortium indicating the requested total allocation amount for the entire consortium. Only those board resolutions approved after submission of the grant application must be forwarded (copy, not original) to the Director, OV-TCIP by the lead agency (consortium applicant).

1.3 Allocations Form

The allocation that is available for the eligible recipient will be included under the allocation tab on the EWEG. The applicant must use the amount listed on the line named "TOTAL FUNDS AVAILABLE." The allocation will also appear at the top of each of the budget tabs, with a continuous total of the original net allocation and any funds remaining to be budgeted.

For consortia, each consortium lead agency (applicant's) form will include the total of the allocations from the other consortium members. A consortium member's allocation form will show a zero balance after the transfer to the lead agency.

1.4. State Negotiated Performance Standards and Measures

Accountability is an essential element of the Perkins grant. A primary measure of success is continuous improvement of student performance in career and technical and academic areas. Each grantee's performance is based on individual student and program performance information submitted on the Vocational Education Data System (VEDS) and other data collection systems. All progress is measured against a grantee's performance record and the Performance Standards and Measures negotiated between the DOE and the United States Department of Education (ED), Office of Vocational and Adult Education (OVAE). Using

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the Perkins grant funds, each grantee must execute a plan to accomplish continuous improvement for each approved CTE program.

Each grantee must show the progress made in achieving the negotiated Performance Standards and Measures by following the specific instructions for each performance standard and measure on the “Performance Level” screen in the EWEG application system. The grantee must provide a summary description of each performance standard and measure which includes a comparison of the grantee’s performance levels to the state’s negotiated levels, a list of any programs not meeting the performance levels and a list of the strategies and activities that will be used to improve or maintain performance. If any performance level is below the state negotiated level, grant funds must be used to address the deficiency. Grantees are expected to demonstrate continuous improvement in the performance of career and technical education programs. The data information showing the individual program performance is available from the OV-TCIP Perkins program officer.

Consortia: Each participant of a consortium must complete the Performance Level section of their application. For members that are not the lead agency, once this section is completed, the application may be submitted to the NJDOE. Each participant must also forward the information to the lead agent of the consortium in order for that information to be compiled and included in the application submitted by the lead agent.

1.5. Budget Detail Forms and Eligible Expenditures

All requested expenditures must be used for approved career and technical education programs. The program must be an approved career and technical education program prior to the expenditure of grant funds. All requested expenditures must be listed on one of the four types of Budget Detail forms found in the EWEG application system. These Budget Detail forms are specific to Instructional Salaries (category 100-100 including Employee Benefits), Non-instructional Salaries (category 200-100 including Employee Benefits), Instructional Supplies (category 100-600) and the General Budget Detail page (all other categories) which is to be used for all other proposed expenditures.

1.5.1. Instructional Salaries (100-100) Funds may be requested for instructional salaries (category 100-100) during the first and second year of operation of newly approved career and technical education programs. Salaries must be based upon the percentage of time dedicated to the Perkins IV and/or state funded program and school-year salary. Use Budget Detail Form – Instructional Salaries in the EWEG application system. Administrative funds may not be used for instructional salaries.

1.5.2. Non-instructional Salaries (200-100) may be requested on a very limited basis using Budget Detail Form – Non-instructional Salaries in the EWEG application system. The salary(ies) must support the negotiated state Performance Standards and Measures, local goals and objectives, and the intent of Perkins IV. Grantees must show the percent of time the grant-funded employee will dedicate to Perkins grant responsibilities.

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1.5.3. Stipends (100-100, 200-100) may be paid to part-time or full-time employees for approved career and technical education program services and activities beyond the employee's contracted time. Stipends are considered a salary; therefore, a Budget Detail Form for either Instructional or Non-instructional Salaries must be completed when requesting funding for a stipend. For example, a teacher may be paid a stipend to advise a school's Career and Technical Student Organization (CTSO), as long as the stipend is for activity not included in the regular contract. Perkins funds are to be used to supplement local and state funds, not supplant. Usually, few benefits are deducted from a stipend. See the Fringe Benefits explanation below for further information.

1.5.4. Fringe Benefits (200-200) are eligible costs. The same contractual fringe benefits offered to all employees of the eligible recipient, up to a maximum of 29% of grant funded salaries, and based on the percent of time dedicated to the Perkins-funded program and the school-year salary may be included. All fringe benefits must be described on the applicable Budget Detail Form for Instructional or Non-instructional Salaries.

Federally funded positions:

Full time and part time employees participating in Teachers' Pension and Annuity Fund (TPAF) must include TPAF (17.35%) and FICA (7.65%) for a total of 25%. Other benefits (such as health, disability, etc.) may be included; however, the maximum amount for all benefits is **29% of the amount of the salary requested in the grant proposal. The EWEG application system will not permit benefits to exceed 29%.**

Employees not participating in Teachers' Pension and Annuity Fund (TPAF) must include FICA (7.65%). The maximum amount of fringe benefits is 29% of the salary requested in the grant.

For stipends using federal funds the grantee must budget 7.65% for FICA. If the grantee requires TPAF to be paid as part of a stipend, then grant funds must be budgeted for this cost. The maximum amount of all fringe benefits is 29% of the salary requested in the grant application.

State funded positions (including stipends)

Note: Only county vocational school postsecondary programs receive state funds through this grant. For those positions funded with state funds, TPAF and FICA cannot be paid using state or federal funds; however other fringe benefits may be paid through this grant up to the **maximum amount** of 29% of the salary requested in the grant proposal.

For these positions which are funded using both state and federal funds, it is important to remember that the fringe benefits must be calculated to reflect the percentage of state and federal funds received. Therefore, if a position is funded 80% federal and 20% state, 80% of the total fringe benefits must be charged to the federal portion of the grant and the remaining 20% must be funded from a local or other source. State funds may not be used to pay TPAF or FICA.

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1.5.5. Consultant and Workshop Services for Improvement of Career and Technical Education Programs (100-300, 200-300)

Requests for consultants and/or workshop personnel services for activities that improve career and technical education programs such as curriculum and/or professional development (100 and 200 series), improving teaching strategies, and integrating academics, must be supported by a description on the General Budget Detail Form that includes:

- each position for which funding is requested;
- the requested dollar amounts; and
- the specific activities and/or services to be provided by each of the consultants/workshop personnel.

The maximum payment for consultants and/or workshop personnel is \$1,500 a day.

Note: If workshop **presenters or speakers are employees** of the grantee (LEA, college, consortium member), payment must be in accordance with employee contracts or the prevailing institutional policies.

If consultants are to be used for professional development activities, Section 122(C)(2) of the Act, and is prescriptive concerning the use of funds for professional development. In accordance with the State One Year Transition Plan, professional development must be high quality, sustained, intensive and classroom focused in order to have a positive and lasting impact on classroom instruction and the teachers' performance in the classroom. In order to comply, the professional development sessions cannot be one-day or short term workshops or conferences.

1.5.6. Travel for Career and Technical Education Program Improvement

1.5.6.1. General Requirements

For all funded travel, the eligible recipient must maintain a file containing the following information:

- identification and job title of travelers;
- purpose of travel;
- anticipated travel dates (e.g., month and year). The travel date cannot occur before July 1, 2007 or after June 30, 2008.
- travel destination; and
- an itemized description of all grant-funded travel expenditures, including mileage, fares, etc.

The mileage reimbursement rate for travel is the prevailing eligible recipient's reimbursement rate, **but not more than \$0.31 per mile**.

1.5.6.2. Staff Travel (200-500, 200-580)

Costs eligible for funding include registration fees, transportation, lodging and meal(s) for in-state and out-of-state professional development workshops and activities for staff members. The grantee may not exceed the federal per diem

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rate. Information on the federal per diem rate may be found at (http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentId=17943&contentType=GSA_BASIC). Out-of-state professional development workshop attendance must include strong justification.

Costs for staff travel directly related to activities of district, college, or agency employees in the coordination and supervision of students for structured learning experiences are also eligible for funding as long as those activities were not previously paid with non-federal funds.

1.5.6.3. Student Travel (100-500, 100-800, 200-500, 200-600)

Costs for in-state student field trips and in-state Career and Technical Student Organization (CTSO) leadership conferences that are integral to approved career and technical education programs are eligible for funding. Eligible costs include transportation, lodging, and meal(s) for student leadership conferences and activities occurring within the grant year. This information must be included on the General Budget Detail Form in the EWEG application system.

Out-of-state travel for students is not a permitted expenditure. Meals for field trips that are not CTSO overnight conferences are not permitted.

1.5.7. Supplies (100-600, 200-600)

A grantee may request up to \$20,000, or 10% of the total grant award (whichever is greater), for **unitemized** supplies for its approved career and technical education programs. However, any item with a per-unit cost of \$750 or more must be itemized. If the total amount exceeds the \$20,000 or 10% of the grant award, then all items over the threshold must be itemized.

Supplies used for **instructional** purposes are to be requested in General Supplies, 100-600. Supplies used for program support and administrative services are to be requested in Supplies and Materials, 200-600.

Software: All software, regardless of cost, must be requested in General Supplies (100-600) for instructional software and in Supplies and Materials (200-600) for administrative and support services software.

Examples of description (minimum specifications) required for certain items:

Computers:	Operating System:	i.e., Microsoft Windows XP
	Processor:	i.e., Pentium IV, 1.0 Gb processor
	Monitor:	i.e., 17 inch monitor
	Peripherals:	i.e., 52x CD-ROM, DVD, 250 Mb Zip Drive
	Hard drive:	i.e., 40 Gb hard drive
	Memory:	i.e., 256 Mb RAM
Printers:	Type of printer:	i.e., laser, ink jet, etc.
	Speed:	i.e., 9 pages per min. (ppm) black, 5 ppm color
	Other description:	i.e., 4 Mb buffer, 11" x 17" capacity
Software:	Name of software:	i.e., DesignPro 2000

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1.5.8. Equipment (400-731, 400-732)

An equipment item is any instrument, machine, furniture, apparatus, or set of articles which meets all of the following criteria:

- (1) It retains its original shape, appearance and character with use;
- (2) It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;
- (3) It is nonexpendable; that is if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit;
- (4) Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least one year; and
- (5) The item costs more than \$2,000.

An item should be classified as a supply if it does not meet **all** the equipment criteria listed above.

- **Equipment purchased with grant funds** must be used to provide appropriate career and technical education programs, services, and activities consistent with these guidelines;
- **Instructional equipment** may not be used for administrative purposes;
- **Each piece of equipment** purchased with state or federal funds must have a visible, permanently attached, **numbered inventory tag** (computers, printers and monitors need separate inventory tags even if purchased as a unit);
- The equipment item, with its inventory tag number, must appear on the **Federal Equipment Inventory form** submitted with the Final Report;
- **Equipment purchased** with federal and/or state funds remains the property of the DOE/OV-TCIP; and
- Equipment may be used for **other instructional purposes** only if such use does not interfere with the primary instructional use of the equipment.

Equipment requested to improve an existing approved career and technical education program or a new program approved by the OV-TCIP to be introduced in FY2008 must be in place and used for student instruction in FY2008. Exceptions may be granted by the Director of OV-TCIP

For more information on equipment, refer to EDGAR 34 CFR, Part 80.32
<http://www.ed.gov/policy/fund/reg/edgarReg/edlite-part80a.html>.

1.5.9. Non-allowable Costs

Applicants **MAY NOT** expend funds for the following:

- student salaries;
- indirect costs (utilities, custodial costs, general internet access, etc.);

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- general purpose classroom furniture such as desks, chairs, filing cabinets, bookcases, etc.
- instructional staff salaries after the second year of operation of a new program that has been approved through the Career and Technical Education Program Approval Process (See <http://www.state.nj.us/njded/voc/educators/> for the approval process);
- support staff salaries after the second year of Perkins grant funding (except for administrative duty salaries);
- grants writing and/or fund-raising activities;
- general facility renovations/remodeling unless necessary for installation and/or operational use of instructional equipment approved for purchase during FY2008;
- support of unapproved career and technical education programs or courses;
- purchase of any item for personal use such as supplies, clothing, awards and payment of membership dues;
- non-instructional activities such as athletic, social, or recreational events or printing and disseminating non-instructional newsletters;
- out-of-state student travel;
- tuition payments;
- costs associated with advertising in magazines, newspapers, radio and television, internet, direct mail, exhibits and similar items; and
- promotional items and memorabilia that include but are not limited to, pens, pencils, posters, T-shirts that are imprinted with a school logo or the name of a school program.⁷
- salary expenditure for an Apprenticeship Coordinator;
- cost of general internet access;
- cost of food for student field trips, advisory council meetings, in-service meetings, or professional development activities that do not involve overnight conference travel.
- furniture for classrooms or labs, unless that furniture/item is required for the installation and/or operation of specific grant-funded equipment items.
- equipment warranties beyond the current grant year. This includes any warranties on computers or other electronic items that are not equipment.

1.5.10. Budgetary Constraints

- Workshop Presenters \$1,500 per day per presenter;
- Mileage for travel \$0.31 per mile maximum;
- Supplies Any item that costs at least \$750 per unit must be itemized, with a maximum of \$20,000, or 10% of the total grant award (whichever is greater) in supplies not needing to be itemized;
- Equipment Minimum unit cost of more than \$2,000, and a useful life of more than one year. See complete definition in Section D1.5.8;
- Administrative Costs Maximum of 5% of the grant.

⁷ OMB Circular letter A-87, Attachment B

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1.5.11. Administrative Costs

Administrative costs are to be used only for activities necessary for the proper and efficient performance of the eligible recipient's duties under this Act, including the supervision of such activities. The term does not include curriculum development activities, personnel development or research activities. The eligible recipient may request a **maximum of 5 percent** of the grant allocation for administrative costs.

Salaries: If an eligible recipient uses its administrative funds for **salaries**, it **must** use administrative funds to pay for the appropriate **benefits**. See section on Fringe Benefits section 8.5.4. **All administrative costs must be itemized** on either the Non-instructional form or the General form and assigned an appropriate Function & Object Code.

1.5.12. Contracts with Other Deliverers

Arrangements may be made for the provision of any portion of the program of instruction on an individual or group basis by public or nonpublic agencies or institutions other than the State Board or district board of education through a written contract with the State Board of Education or a district board of education. Such contract shall describe the portion of instruction to be provided by such agency or institution and incorporate the standards and requirements of vocational-technical instruction set forth in this chapter. Such a contract shall be entered into only upon a determination by the State Board of Education or district board of education of satisfactory assurance that...⁸ all regulations found in *N.J.A.C. 6A:19-2.4 Career and technical instruction under contract* are followed.

2. Budget Summary

The Budget Summary Form provides the total amounts requested for each expenditure category in the project budget. The amounts are automatically entered on the Budget Summary Form in each GAAP category and equal the total amounts on all Budget Detail forms **in each Expenditure Category**. No input is required or allowed on this page.

3. Uses of Funds

Under this part of the Budget tab, select the most appropriate purpose of this expenditure. Only one purpose can be selected.

- a. VSO - Career and Technical Student Organization activities
- b. Non-trad. - Non traditional programs
- c.. Guidance - Guidance and counseling
- d. Spec. Pop. - Special Populations
- e. Supp. Services - Support services for students
- f. App. Acad. - Applied Academics
- g. All Aspects - All aspects of an industry

⁸ New Jersey Administrative Code Title 6A:19-4.4
<http://www.state.nj.us/njded/code/title6a/chap19/index.html>

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- h. Expand Tech - Expansion of technology for the program
- i.. Pro. Dev. - Professional development for staff members
- j. Eval. Prog. - Evaluation of the local program by outside sources
- k. Imp. Prog. - Improvement of the program
- l. Size, Scope, Qual. - Activities of size, scope and quality to be effective
- m. Link Prog. - Linking secondary programs to postsecondary education

4. Statement of Assurances

The Chief School Administrator/College President/Agency Head must agree to the Statement of Assurances, and submit it electronically in the EWEG, indicating that he or she has approved the grant application and will comply with all federal and state statutes and regulations. Only the Chief School Administrator/College President/Agency Head has the authority to submit the grant application in the EWEG application system.

5. Submission of Board Application Approval

The grantee must enter the date the board approved submission on the grant application on the “*Submit*” screen in the EWEG application system. The EWEG will not allow the eligible recipient to submit the grant application unless all components of the Perkins application are complete.

Consortia: The LEA board of a consortium member must approve the LEA’s participation in the consortium. There are two board resolution forms for consortia. Each consortium participant must forward a signed copy of the **Board Resolution to Apply as a Member of a Consortium** form (see sample in Appendix B) to the lead agency. The lead agency must also have on file a signed and dated **Board Resolution to Apply** form on behalf of the consortium indicating the requested total allocation amount for the entire consortium. Only those board resolutions approved after submission of the funding application must be forwarded (copy, not original) to the Director, OV-TCIP by the lead agency (consortium applicant).

6. Checklist

Prior to the submission of the grant application, each grantee should review the checklist in Appendix A to ensure that all items of the submission process have been completed.

DO NOT SUBMIT THE CHECKLIST TO DOE.

PERKINS FY2008 ONE-YEAR GRANT APPLICATION

SECTION E: AMENDMENTS, REPORTS AND OTHER ACTIONS

1. Amendments

After a grant application has been approved, it may be necessary to submit an amendment. To submit an amendment, grantees must log on and click the “create amendment” button. The EWEG system will open a **copy** of the approved grant application. Changes may then be made and submitted in the same manner as the original grant application. To remove an existing item, use the “delete line” box on the right of each item. Do not attempt to remove and item by emptying the text box and re-entering the new item information.

2. Responsibility for Monitoring, Inspection, Verification, and Record Keeping

The DOE has the responsibility to make on-site visits, as necessary, to observe the implementation of the approved FY2008 Perkins One-year Grant application, including use of the equipment, and to verify the inventory records of eligible recipients. The eligible recipient is responsible for maintaining all records of the grant program. Any grantee may be monitored at the discretion of the DOE.

When will the monitoring occur? Monitoring may occur at any time during the year. A letter will be mailed to the CSA/College President/Agency Head prior to scheduling the monitoring visit. Other grant programs may be monitored concurrently with the Perkins grant.

What records should be available for inspection? Each grant recipient is responsible for maintaining program and fiscal records of the grant. The information must be provided upon request, including during any on-site monitoring visits. **At a minimum**, each grantee **must** maintain the following information for the grant year in a readily accessible fashion:

- copy of the latest approved Transition Plan;
- status of current activities in the latest approved Transition Plan;
- current fiscal year records including but not limited too:
 - procurement requisitions
 - purchase orders, cancelled checks, etc.
 - payroll records;
 - grant funded employee time and activity records, signed and dated by the employee and designated supervisor, and
 - other locally required fiscal reports.

What happens as a result of the monitoring visit? The team assigned to monitor the grant recipient will present a report of the visit to the Director, OV-TCIP. A letter outlining the findings will be sent to the CSA/College President/Agency Head. If there are discrepancies or other concerns, an explanation and/or remedial action will be requested in the letter and a timeline will be established for the remedial action. Development of a remediation plan, timelines and follow-up are very important and may be reviewed by auditors. If there are severe discrepancies or other problems, further action may be required.

PERKINS FY2008 ONE-YEAR GRANT APPLICATION

3. Definitions

Act: The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (P.L. 109-270).

Administration: The term ‘administration’, when used with respect to an eligible recipient means activities necessary for the proper and efficient performance of the eligible recipient’s duties under this Act, including the supervision of such activities. The term does not include curriculum development activities, personnel development or research activities.

All Aspects of An Industry: (1) Strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.⁹ (2) Exposure to each of the components of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues and health, safety and environmental issues related to such industry or industry sector¹⁰.

Career Academy: "Career Academy" means a secondary school model, centered on a career theme, which integrates academic education and approved career and technical education programs in a personalized learning environment, either with a core team of teachers in a school-within-a-school format or in a stand-alone format.¹¹

Career and Technical Course: Subject matter and related learning experiences, organized in instructional units, to develop the student’s career planning proficiencies, workplace readiness skills, and/or vocational-technical education competencies. The instructional units are offered on a systematic basis within a predetermined period of time.¹²

Career and technical education.--The term ‘career and technical education’ means organized educational activities that--

A) offer a sequence of courses that--

i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

⁹ P.L. 109-270, The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Section 3. Definitions

¹⁰ P.L. 103-239, The School-to-Work Opportunities Act of 1994, Section 4, and School-to-Work Opportunities: *Glossary of Terms*, June 1995

¹¹ New Jersey Administrative Code Title 6A: 19-1.2
<http://www.state.nj.us/njded/code/title6a/chap19/index.html>

¹² *State Plan for Vocational and Technical Education FY 2000-2005*

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- ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and
 - iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and
- B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Career and Technical Education Program: A sequence of academic and technical courses designed to provide students with the industry-based skills and knowledge needed to gain employment in a particular occupation or career area or to pursue further education at the post-secondary level.¹³

Career and Technical Student Organizations (formerly known as Vocational Student Organizations): Those organizations for students enrolled in career and technical education programs which engage in activities as integral parts of the appropriate instructional programs. Such organizations may have state and national units which complement the development of leadership and career-related competencies in vocational-technical education at the local level.

Career Clusters: "Career cluster" means one of the career and technical education program areas recognized by the U.S. Department of Education and by the New Jersey Department of Education¹⁴. A cluster is a grouping of occupations and broad industries based on commonalities.

Charter School: A public school that operates independently of the district board of education under a charter granted by the Commissioner. Once the charter is approved and established, the school is managed by a board of trustees with status as a public agent authorized by the State Board of Education to supervise and control the school. A charter school is a corporate entity with all the powers needed to carry out its charter program.¹⁵

Completer: A student who attained the academic and technical knowledge/skills/proficiencies within a program/sequence of courses or instructional units that provides an individual with the academic and technical knowledge/skills/proficiencies to prepare the individual for employment and/or further/advanced education.¹⁶

¹³ New Jersey Administrative Code Title 6A: 19-1.2
<http://www.state.nj.us/njded/code/title6a/chap19/index.html>

¹⁴ New Jersey Administrative Code Title 6A: 19-1.2
<http://www.state.nj.us/njded/code/title6a/chap19/index.html>

¹⁵ From General Questions About Charter Schools, New Jersey Department of Education
<http://www.state.nj.us/njded/chartsch/>

¹⁶ From ED "Perkins III Accountability Primer" August 2001

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Concentrator:

Secondary: A student enrolled in the final level/course of an approved career and technical education program after successfully completing previous coursework receiving a minimum passing grade.

Postsecondary Collegiate: A postsecondary student matriculated in an Associate in Applied Science (AAS), or certain Associate in Science (AS) programs or related credit generating certificate programs, and enrolled in, or has successfully completed one college-level course and was enrolled full time in the fiscal reporting year.

Postsecondary Vocational School/Adult: Enrollment in one or more career and technical course in an approved vocational-technical education program.

Consortium: An association or a combination, as of businesses, financial institutions, or investors, for the purpose of engaging in a joint venture.¹⁷ For Perkins grants, a consortium is two or more eligible recipients that have combined their gross Perkins allocations to equal or exceed the minimum threshold for eligibility to submit a Perkins grant application.

Consortium Applicant: The lead agency of a consortium, responsible for coordinating the development and execution of the Multi-year Plan and the fiscal aspects of the funding application.

Consortium Member: Any LEA participating in a consortium.

Disability.--In general, the term 'individual with a disability' means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

Disbursement: Payment of money out of any public fund or treasury.

Displaced homemaker.--The term 'displaced homemaker' means an individual who--

- A) i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
 - ii) has been dependent on the income of another family member but is no longer supported by that income; or
 - iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under such title; and
- B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

¹⁷ The American Heritage Dictionary of the English Language, Third Edition, 1992 Houghton Mifflin Company. Electronic version licensed from INSO Corporation; further reproduction and distribution restricted in accordance with the Copyright Law of the United States. All rights reserved.

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EDGAR: Education Department General Administrative Regulations, codified as Parts 74-86 and 97-99 of Title 34 of the Code of Federal Regulations (CFR).

Eligible Recipient: (A) A local educational agency, an area vocational and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131; or (B) An eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Perkins Act.¹⁸

Encumbrance: A reservation of funds for future payment (disbursement) to liquidate an obligation incurred.¹⁹ (Note: An obligation is usually incurred by the issuance of a purchase order or the execution of a contract calling for payment in the future).

Equipment: Any instrument, machine, furniture, apparatus or set of articles which meets all of the following criteria:

1. It retains its original shape, appearance and character with use;
2. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;
3. It is nonexpendable; that is if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit;
4. Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least one year; and
5. The item costs more than \$2,000.

An item should be classified as a supply if it does not meet all the equipment criteria listed above.

EWEG: Entitlement Web-Enabled Grant application system.

GAAP: See Generally Accepted Accounting Principles.

Generally Accepted Accounting Principles (GAAP): Principles established by the Governmental Accounting Standards Board (GASB) as prescribed by the State Board. All school districts must use the GAAP accounting system (*N.J.S.A. 18A:7F-3*, and *N.J.S.A. 18A:4-14*).²⁰ GAAP is the uniform minimum standards and guidelines for financial accounting and reporting. They govern the form and the content of the financial statements of an entity. GAAP encompasses the conventions, rules and procedures necessary to define accepted accounting practice at a particular time. They include not only a broad guideline of general application, but also detailed practices and procedures. GAAP provides a standard

¹⁸ P.L. 105-332 Section 132

¹⁹ New Jersey State Budget, 2002-2003, Readers Guide

²⁰ A Glossary Of Acronyms And Terms From The New Jersey Department Of Education (DOE) 1999 <http://www.state.nj.us/njded/genfo/acronyms.htm>

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by which to measure financial presentations. The primary authoritative body on the application of GAAP to state and local governments is the GASB²¹.

Limited English Proficiency.--The term 'individual with limited English proficiency' means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and--

A) whose native language is a language other than English; or

B) who lives in a family or community environment in which a language other than English is the dominant language.

Local Educational Agency (LEA): A public board of education or other public authority legally constituted within a state for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state. It can also refer to such combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools. Local school districts are often referred to as LEAs in grant or funding documents.²²

Multi-year Plan: Term applied to any LEA/College/State Agency Perkins/state vocational plan covering two or more years submitted to and approved by the DOE.

Net Allocation: The total secondary district allocation, which is determined using census data according to the Perkins funding formula, minus the amount used to support activities and/or services for students served at a county vocational school, the Katzenbach School, a county special services district, charter school or state agency. The net allocation is the amount of funds that can be spent by the eligible recipient upon approval of the annual Perkins One-year Grant application.

Non-traditional fields: The term 'non-traditional fields' means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Obligation: The amount of orders placed, contracts and subgrants awarded, goods and services received, and similar transactions during a given period that will require payment by the grantee during the same or a future period.²³

²¹ Generally Accepted Accounting Principles (GAAP) For New Jersey School Districts, A Technical Systems Manual

²² 20 U.S.C. 8801 <http://www.state.nj.us/njded/genfo/acronyms.htm>

²³ EDGAR, Part 74, Subpart A, 74.2

PERKINS FY2008 ONE-YEAR GRANT APPLICATION

An obligation is not necessarily a liability in accordance with Generally Accepted Accounting Principles. When an obligation occurs (is made) depends on the type of property or services the obligation is for (see chart below).²⁴

IF AN OBLIGATION IS FOR --	THE OBLIGATION IS MADE --
(a) Acquisition of real or personal property (including supplies and equipment).	On the date on which the grantee makes a binding written commitment to acquire the property.
(b) Personal services by an employee of the LEA, college, or agency.	When the services are performed.
(c) Personal services by a contractor who is not an employee of the LEA, college, or agency.	On the date on which the grantee makes a binding written commitment to obtain the services.
(d) Performance of work other than personal services.	On the date on which the grantee makes a binding written commitment to obtain the work.
(e) Public utility services.	When the grantee receives the services.
(f) Travel.	When the travel is taken.
(g) Rental of real or personal property.	When the grantee uses the property.
(h) A pre-agreement cost that was properly approved by the State under the applicable cost principles.	On the first day of the subgrant period.

Overload: A stipend paid to a college faculty member who has exceeded the contractual base teaching load for the semester/year. The stipend shall be at the negotiated rate for the institution.

Participant:

Secondary: A student who is enrolled in at least one course in an approved career and technical education program.

Postsecondary Collegiate: Student enrollment in an Associate in Applied Science (AAS), or certain Associate in Science (AS) programs or related credit generating certificate programs.

Postsecondary Vocational School/Adult: Enrollment in an approved career and technical education program.

Salary: The sum of money paid to a full-time or part-time employee for services rendered. The salary amount provides the basis for calculating the amounts of other costs and benefits attributable to the grant.

²⁴ EDGAR, Part 75, Subpart F, 75.707

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SEA: State Education Agency.

Secondary School: A nonprofit institutional day or residential school that provides secondary education, as determined under state law, except that such term does not include any education beyond grade 12.²⁵

Special Populations.--The term 'special populations' means--

- A) individuals with disabilities;
- B) individuals from economically disadvantaged families, including foster children;
- C) individuals preparing for non-traditional fields;
- D) single parents, including single pregnant women;
- E) displaced homemakers; and
- F) individuals with limited English proficiency.

Stipend: A sum of money paid to an individual for work done beyond the contract time specified in that individual's employment contract. The sum is usually a specified amount for services not calculated using an hourly rate. Any deductions from the stipend are to be in accordance with established recipient policies. If deductions are taken, refer to section D1.5 *Fringe Benefits* in the Guidelines.

Structured Learning Experience (SLE): Experiential, supervised educational activities designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groups, and to assist them in gaining employment skills and making career and educational decisions. A structured learning experience may be either paid or unpaid, depending on the type of activities in which the student is involved. All structured learning experiences must adhere to applicable State and Federal child labor laws and other rules of the State Departments of Education and Labor. Structured learning experiences may include, but are not limited to: (1) Cooperative education, (2) Apprenticeships, (3) Internships, (4) School-based experiences, (5) Volunteer activities, (6) Community service, (7) Job shadowing, (8) Career and Technical Student Organizations, or (9) Work Experience Career Exploration Program (WECEP).²⁶

Supplant: The act of a grantee using federal funds to replace state and local funds for career and technical education and tech-prep activities.²⁷ Supplanting is prohibited by the Perkins Act.

Supplement: Something added to complete a thing, offset a deficiency or strengthen the whole.²⁸

²⁵ 20 U.S.C. 8801

²⁶ New Jersey Administrative Code Title 6A: 19-1.2 <http://www.nj.gov/njded/code/current/title6a/chap19.pdf>

²⁷ The Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332) Part A-Federal Administrative Provisions, Sec. 311(a).

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Supplies: Items costing \$2,000 or less that are used in the instruction of students or in support of approved career and technical education programs. They may or may not be absorbed or exhausted and may or may not retain their original shape. All software is a supply.

Support services: The term `support services' means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Vocational Student Organizations (VSO): See Career and Technical Student Organization
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²⁸Webster's II New College Dictionary, 1999. Houghton Mifflin Company, Boston, MA and New York, NY.

²⁹ New Jersey Administrative Code Title 6A:19-1.2
<http://www.state.nj.us/njded/code/title6a/chap19/index.html>

APPENDIX A

- **Grant Application Checklist**

PERKINS FY2008 ONE-YEAR GRANT APPLICATION

Perkins EWEG Grant 2008 Checklist

DO NOT SUBMIT THE CHECKLIST TO DOE

Prior to submission of your FY 2008 Perkins Grant please make sure the following items have been completed. If these items have not been completed they will delay the approval process of your application.

I. Workforce Investment Board (WIB) Review – Please make sure your local WIB has reviewed your application and all concerns have been addressed. WIB submission should be done by June 1, 2007. At a minimum, each grantee must include the following:

- ✓ How the funding application is in conformity with the plans of the local WIB.
- ✓ amount of allocation;
- ✓ approved career and technical education programs to be supported;
- ✓ the performance standards and measures to be addressed for those programs;
- ✓ categories of expenditures (equipment, travel, professional development, etc.);
- ✓ justification for the proposed expenditures; and
- ✓ results anticipated.

II. Board Resolution - The grantee's local board of education, board of trustees, or other governing body, must approve the submission of the FY2008 Perkins One-year Grant Application if the following apply:

- ✓ **Do Not Submit a Board Resolution** - If the submission of the funding application is approved by the governing body **before** the plan is submitted to the DOE, a copy of the board resolution need **not** be submitted with the plan.
- ✓ **Submit a Board Resolution:** If the submission of the funding application is approved by governing body **after** the plan has been submitted to the DOE, the approving authority must submit a copy of the Board Resolution to Apply form (**see sample in Appendix B**) or a certified copy of the board minutes showing the approval action, to the Director, OV-TCIP immediately upon approval.
- ✓ The grantee must enter the date the board approved submission of the funding application on the “*Submit*” screen in the EWEG application system. The EWEG will not allow the eligible recipient to submit the funding application unless all components of the Perkins application are complete.

III. Transition Plan- Plans must be submitted with the Perkins Grant submission. This is according to the timelines agreed upon by the state Perkins program officer assigned to the applicant. **All forms and instructions for have been provided at**
<http://www.nj.gov/njded/voc/perkins/2007/>

PERKINS FY2008 ONE-YEAR GRANT APPLICATION

IV. Final and Interim Reports – Interim and Final reports should be completed by all grantees in compliance with Perkin regulations. The Perkins grant is checked to make sure the FY07 interim reports and FY06 final report have been submitted. If reports have not been submitted your grant approval process will be delayed. **All forms and instructions for the FY06 final report have been provided at <http://www.nj.gov/njded/voc/perkins/2006/>**

- ✓ **Final Report** – The FY 2006 Final Report will be checked for submission for the 2007-08 grant period.
- ✓ **2007 Interim Report Exception** –
 - Interim Report – An interim report **was not required** for FY2007 due to the transition to the new EWEG system.

V. Consistency Check and Final Submission – A consistency check is required prior to the submission of all grants in order for the grant to be submitted. Please click on the button for “consistency check” and then hit “submit.” If your application states “submitted to the NJDOE” then your application has been submitted. If your application does not submit make sure you are the authorized representative to submit the application.

Special Procedures for Consortium Submission – The following procedures should be adhered to by Perkins consortia.

- ✓ **Performance Measures** – All consortium members must complete the performance levels forms and respond to the strategies and activities on each tab. The completed performance information should be submitted to the lead agency to be compiled in the lead grant. The member consortium must submit a copy of the
- ✓ **Board Resolution** - **Each** consortium participant must forward a copy of the **Board Resolution to Apply as a Member of a Consortium** to the consortium applicant (lead agency).

APPENDIX B

- **Board Resolution to Apply**
- **Board Resolution to Apply as a Member of a Consortium**
- **Instructions**

PERKINS FY2008 ONE-YEAR GRANT APPLICATION

BOARD RESOLUTION TO APPLY

For the
Carl D. Perkins Career and Technical Education Improvement
Act Of 2006 Grant for FY08

Project Number:

								0	8
--	--	--	--	--	--	--	--	---	---

The _____ Board* hereby certifies that permission has been

granted to apply for the grant program entitled:

Carl D. Perkins Career and Technical Education Improvement
Act of 2006

for the purposes described in the application, in the amount of,

\$_____.00,

starting on July 1, 2007, and

ending on June 30, 2008.

The filing of this application was authorized at the Board meeting held on,

_____, 2007

Secretary of the Board*

(date)

***For applicants that do not have a Board of Education, Board of Directors, or other similar governing body, the applicant should identify the body or individual who is legally authorized to approve the agency's application for grant funds.**

Revised March 8, 2007

PERKINS FY2008 ONE-YEAR GRANT APPLICATION

**BOARD RESOLUTION TO APPLY
AS A MEMBER OF A CONSORTIUM
FOR THE**

**Carl D. Perkins Career and Technical Education Improvement
Act of 2006 Grant for FY08**

District Code :

--	--	--	--

Perkins Project Number:

P	E	R	K					0	8
---	---	---	---	--	--	--	--	---	---

(Enter the code of the lead agency district submitting the Perkins Grant application to the NJDOE)

The _____ Board* hereby certifies that permission has been granted for the district to be a member of a consortium to apply for the grant program entitled:

Carl D. Perkins Career and Technical Education Improvement Act of 2006

for the purposes described in the consortium application.

The district will assign its Perkins allocation of \$_____ to the _____ district, which will serve as the lead agency of the consortium for the grant period starting on July 1, 2007, and ending on June 30, 2008.

The filing of this application was authorized at the Board meeting held on,

_____, 2007

Secretary of the Board*

_____, 2007

***For applicants that do not have a Board of Education, Board of Directors, or other similar governing body, the applicant should identify the body or individual who is legally authorized to approve the agency's application for grant funds.**

Revised March 8, 2007

PERKINS FY2008 ONE-YEAR GRANT APPLICATION

INSTRUCTIONS:

BOARD RESOLUTION TO APPLY and BOARD RESOLUTION TO APPLY AS A MEMBER OF A CONSORTIUM

There are two different Board Resolutions to Apply. One, the Board Resolution to Apply, is to be completed by all eligible applicants, including the lead agency of a consortium. The second resolution, titled Board Resolution to Apply as a Member of a Consortium, is to be completed only by consortium members who are not the lead agency.

Board Approval Before Submission of the Grant application:

If the board, or other governing body, has approved the grant application before submission of the application, it is not necessary to include the **Board Resolution to Apply**.

Board Approval After Submission of the Grant application:

If the date of approval on the grant application is after the date of application submission, upon approval by the Board the Resolution must be mailed to:

Rochelle Hendricks, Director
OVTCP
New Jersey Department of Education
PO Box 500
100 River View Executive Plaza (3rd Floor)
Route 29 South
Trenton, NJ 08625-0500

Complete all information on the **Board Resolution to Apply**, including the:

- Project Number;
- Name of eligible recipient;
- Amount of allocation;
- Meeting date;
- Signature of Board Administrator; and
- Date of signature.

CONSORTIA:

Each consortium participant must forward a copy of the **Board Resolution to Apply as a Member of a Consortium** to the consortium applicant (lead agency). If the consortium participant's grant application indicates that the board will approve the grant application after submission, the lead agency must forward a copy of the **Board Resolution to Apply as a**

PERKINS FY2008 ONE-YEAR GRANT APPLICATION

Member of a Consortium to the OV-TCIP, at the address above, as soon as the resolution is approved by the consortium participant's board. The consortium applicant must include a copy of the **Board Resolution to Apply as a Member of a Consortium** in the local grant application copy. The lead agency must also have on file a copy of the **Board Resolution to Apply**. If the consortium **lead agency's** board passes the resolution after the application is submitted electronically to the DOE, the **Board Resolution to Apply** must be submitted to the OV-TCIP, at the address above, as soon as the resolution is approved by the consortium lead agency's board.

APPENDIX C

GAAP Codes and Explanations

- ❑ **Alphabetical List**
- ❑ **Category List**

PERKINS FY2008 ONE-YEAR GRANT APPLICATION

QUICK REFERENCE OF COMMONLY REQUESTED COSTS IN ALPHABETICAL ORDER

NOTE: *This document is a quick reference of GAAP function and object codes to be used by applicants of entitlement and discretionary grants when constructing a grant application budget. It is based upon The Uniform Minimum Chart of Accounts (Handbook 2R2), issued by the New Jersey Department of Education in 1992. Consult the governing entitlement program guidelines or published Notice of Grant Opportunity for specific allowable and non-allowable costs and additional budget information.*

Expenditure Category	Function & Object Code
Benefits	200-200
Books (including shipping & handling)	
Reference & Library	200-600
Textbooks & Workbooks (student use)	100-600
Conferences/Workshops	
Staff Registration fees	200-500
Hotel, Meals, Travel	200-580
Student expenses for in-state conferences	100-800
Student transportation to in-state conferences	200-500
Consultants (<i>includes travel & expenses</i>)	
Educational, working directly with students	100-300
Professional, Technical	200-300
Educational, working with teachers and other staff	200-300
Copying/duplicating	200-500
*Equipment (includes delivery & installation)	
Instructional	400-731
Non-instructional	400-732
Field trips	
Admission fees	100-800
Transportation (bus rental)	200-500
Graphic design	
Consultant fees	200-300
Vendor	200-300
Internet access and videoconferencing (line charges, use charges)	
Instructional	100-500
Non-instructional	200-500
Leases/rentals	
Instructional equipment	100-500
Other Equipment	200-400

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Expenditure Category	Function & Object Code
Postage	200-500
Printing	200-500
Repairs & Maintenance	
Equipment	200-400
Salaries (full- or part-time)	
Instructional	100-100
Non-instructional	200-100
Software	
Instructional	100-600
Non-instructional	200-600
Substitute Teachers	100-100
Supplies	
Instructional (classroom)	100-600
Non-instructional	200-600
Teachers or Aides, (full or part-time employees of applicant)	
Contracted salary & additional comp.	100-100
Curriculum work	200-100
Telephone	200-500
Travel, staff	200-580
Hotel, Meals	200-580
Tuition	
Staff	200-500

***NOTE: To be identified as equipment (rather than supplies), an item must meet all of the following criteria:**

1. *It retains its original shape, appearance and character with use,*
2. *It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance,*
3. *It is nonexpendable; that is, if the item is damaged or worn out, it is more practical to repair the item than to replace it with an entirely new unit.*
4. *Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least one year; and*
5. *The unit cost of the item is more than \$2,000.*

PERKINS FY2008 ONE-YEAR GRANT APPLICATION

New Jersey Department of Education OFFICE of VOCATIONAL- TECHNICAL CAREER AND INNOVATIVE PROGRAMS

Carl D. Perkins Career and Technical Education Improvement Act of 2006 and/or State Career and Technical Education Funds

FISCAL YEAR 2008 PERKINS GAAP CODE LIST IN NUMERICAL ORDER

EXPENDITURE CATEGORY	FUNCTION & OBJECT CODE	EXAMPLES OF EXPENDITURES FOR CATEGORY
INSTRUCTION		
Personal Services - Salaries	100-100	<ul style="list-style-type: none">• Salaries and stipends for teachers, instructional (full-time, part-time, summer, substitutes). For Substitutes for consortium member (not lead agency) staff, use 200-800;• Teachers or Aides, (full or part-time employees of applicant) non-clerical;• Contracted salary for activities outside the normal work time; and• Compensation for teacher training/professional development activities outside the normal work time.
Purchased Professional & Technical Services	100-300	<ul style="list-style-type: none">• Educational Consultants working directly with students (includes travel & expenses);• Speakers for students; and• Standardized specific subject exams administered/scored by external testing agency, i.e., Cosmetology/Hairstyling Exam.
Other Purchased Services	100-500	<p>Service costs (not professional or technical) for persons not on LEA/Agency's payroll who interact with students/clients:</p> <ul style="list-style-type: none">• Internet access and use charges for delivery of specific programs for instructional purposes;• Leases/rentals of instructional equipment;• Specific Line Charges (Internet, videoconferencing, etc.);• Tuition for students;• Service calls and maintenance contracts for instructional items.

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EXPENDITURE CATEGORY	FUNCTION & OBJECT CODE	EXAMPLES OF EXPENDITURES FOR CATEGORY
General Supplies	100-600	Classroom supplies and materials (other than textbooks): <ul style="list-style-type: none"> • Consumable items used by students for instructional purposes; • Textbooks & Workbooks for student use. (Textbooks not used in the classroom must be included under 200-600); • Software, Instructional, regardless of unit cost. (includes site licenses); • Supplies, Instructional (for classroom use); • Student testing materials (not scored by external agency); • CD ROMs, video cassettes for instruction; and • Shipping and handling charges for the above items
Other Objects	100-800	Costs for instructional goods and services not included above; i.e.: <ul style="list-style-type: none"> • Field trip admission fees for students as part of instruction; and • Itemized costs for approved student travel (airfare, meals, lodging, and conference registration fees).
SUPPORT SERVICES		
Personal Services - Salaries	200-100	<ul style="list-style-type: none"> • Salaries, non-instructional (full or part-time); and • Salaries, teachers or Aides (full or part-time employees of applicant), Curriculum work.
Personal Services- Employee Benefits	200-200	<ul style="list-style-type: none"> • Benefits and other necessary deductions.
Purchased Professional & Technical Services	200-300	<ul style="list-style-type: none"> • Consultants, <u>Educational</u>, Professional or Technical; and • Graphic design - Consultant fees, Vendor fees.
Purchased Professional Education Services	200-320	<ul style="list-style-type: none"> • Not allowed for Perkins grant applications
Purchased Property Services	200-400	<ul style="list-style-type: none"> • Leases/rentals - Non-Instructional equipment,; • Maintenance Contracts, Equipment; and • Repairs & Maintenance, Equipment.
Other Purchased Services	200-500	<ul style="list-style-type: none"> • Registration fees, staff conferences; • Copying/duplicating; • Field trip transportation (i.e. bus rental); • Internet access and use charges, Non-instructional; • Postage; • Printing; • Telephone; • Tuition, Staff

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EXPENDITURE CATEGORY	FUNCTION & OBJECT CODE	EXAMPLES OF EXPENDITURES FOR CATEGORY
Travel	200-580	<ul style="list-style-type: none"> • Travel, staff - Accommodations, transportation, meals (Conferences/ Workshops).
Supplies and Materials	200-600	<ul style="list-style-type: none"> • Reference & Library Books (including shipping & handling); • Software, non-instructional; • Supplies, non-instructional
Other Objects	200-800	<ul style="list-style-type: none"> • Substitute salaries for consortium member agency, other than lead agency. Consortium <u>member</u> agency must keep records of salaries and deductions; and • Other non-instructional items not included above.
Indirect Costs (heating/cooling, lighting, etc.)	200-860	<ul style="list-style-type: none"> • <u>Not allowed</u> for Perkins grant applications.
FACILITIES ACQUISITION AND CONSTRUCTION SERVICES		
Buildings	400-720	<ul style="list-style-type: none"> • Reasonable renovations integral to the use of instructional equipment approved for purchase.
Instructional Equipment	400-731	<ul style="list-style-type: none"> • Instructional Equipment (may include delivery & installation, if included on budget detail form).
Non-instructional Equipment	400-732	<ul style="list-style-type: none"> • Non-instructional Equipment (may include delivery & installation, if included on budget detail form).

Revised April 12 2007

APPENDIX D

TRANSITION PLAN FORMS